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ABSTRACT

This trainer's guide is intended for use in conjunction with a companion videotape, "Focus on Questioning." It includes an overview of the video for the trainer and a master copy of the handout to be used by paraprofessionals. The videotape is designed to be viewed either individually or in groups. The tape and the handout present the 6PQ Method for Discovery Learning, which involves six levels of questioning for successful learning sessions. An evaluation form to be completed by the paraprofessional is provided. (YLB)

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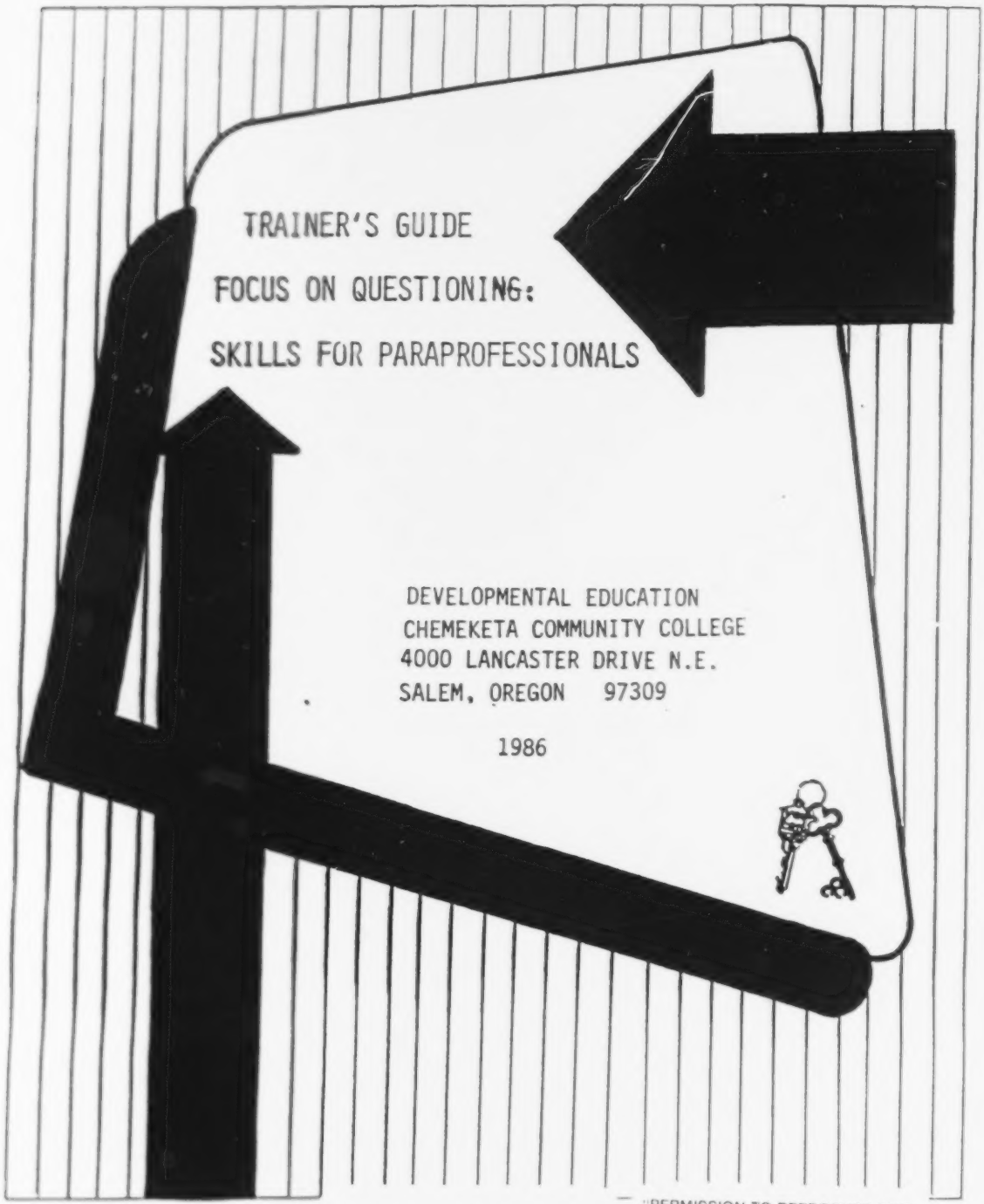

TRAINER'S GUIDE

FOCUS ON QUESTIONING:

SKILLS FOR PARAPROFESSIONALS

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FOCUS ON QUESTIONING: SKILLS FOR PARAPROFESSIONALS

TRAINER'S GUIDE

Introduction

This portion of the trainer's guide is to be used in conjunction with the Focus on Questioning videotape. The guide includes an overview of the video for the trainer and a master copy of the handout to be used by paraprofessionals.

Focus on Questioning is designed to be viewed either individually or in groups. A facilitator or trainer may wish to address concepts and examples with paraprofessionals to process and practice questioning skills.

Overview

Focus on Questioning presents the 6PQ Method for Discovery Learning. The method involves six levels of questioning for successful learning sessions. The tape is divided into two parts. The first part discusses the 6PQ Method. The second part presents two examples.

Handout

This guide includes a master copy of the 6PQ Method for Discovery Learning handout to be reproduced for the paraprofessional.

6PQ METHOD FOR DISCOVERY LEARNING

Benefits of Questioning verses Explaining

1) Questioning encourages students to be active participants in the learning process.
2) Questioning helps us clearly determine what the student knows from what is uncertain.
3) Questioning allows students to discover the answers; therefore, the learning is more meaningful.

Assumptions

1) Students know more than we realize and often more than they realize.
2) Most sessions can be conducted almost exclusively by asking questions. Seldom is a lengthy explanation necessary.

Definition

The 6PQ Method for Discovery Learning involves six levels of questions, all beginning with the letter P.

6PQ Method

1) Preface
   Paraphrase
2) Pace
   Paraphrase
3) Probe
   Paraphrase
4) Prod
   Paraphrase
5) Prompt
   Paraphrase
6) Process
   Paraphrase

Paraphrase

Each level is separated by a paraphrase.

A paraphrase reviews or summarizes students' answers.

Paraphrasing between each level helps to clearly identify what the student knows and what the student is unsure of.

Level One: Preface

These are a series of questions designed to determine necessary information and to help build rapport with the student.

Examples:

1) What's your name?
2) Who's your instructor?
3) Have you taken other courses in this subject?

The last Preface Question is similar to this: What specifically may I help you with today?

Before advancing to Level Two, paraphrase the student's response.

Level Two: Pace

The Pace Question sets the pace for the entire session. The pace gives the student the opportunity to describe everything he or she knows about the subject in question.

Examples:

1) What can you tell me about _____?
2) Would you tell me everything you know about _____?

Before advancing to Level Three, paraphrase the student's response.

Level Three: Probe

These questions further delineate what the student knows and what the student is uncertain about. Probes begin with what the student knows and build from there.

You'll probably spend most of the session in the probe level.

Examples:

1) Why?
2) Can you give me reasons?
3) What makes you think so?
4) Would you tell me more?
5) Can you give me an example?

Before advancing to Level Four, paraphrase all information obtained from probing.

Level Four: Prod

Prods are questions which encourage a student to speculate. They create an atmosphere conducive to guessing.

Examples:

1) If you had to guess, what would you say?
2) I understand that you don't know, but if you did know, what might it be?
3) What do you feel it is?

verses

What do you think it is?

Before advancing to Level Five, paraphrase. If the student has a guess, paraphrase the guess. If the student does not have a guess or guesses incorrectly, paraphrase the information you have gathered from other levels.

Level Five: Prompt

A prompt is a hint in question form. Use prompts when you have helped the student discover the true uncertainty. Prompts explain in question form.

In this level, the student will discover the answer!

Before advancing to Level Six, paraphrase.

Level Six: Process

Processing allows the student to think about the new information more fully.

Examples:

1) Now that you understand this concept, how would you compare it with another concept?
2) How would you contrast it?
3) How do you see this concept fitting into the entire course?
4) Ask the student if he or she would like to work through some examples.
5) Ask the student if he or she would like to work on some assignments.

Before ending the session, have the student paraphrase the highlights of the session. The best way to present this is to go back to the Level Two Pace Question:

What can you tell me about _____ now?

Now tell me everything you know about _____.

Exceptions

1) There are times when you don't have to go through all the levels. The student may discover the answer in Levels Two, Three, or Four as well as Five. If the student discovers the answer before Level Five, be sure you skip to Level Six to process the information.

2) Sometimes you need to skip back and forth between levels. Just be sure you know where you are, why you're skipping, and don't forget to paraphrase.

3) There are times when Questioning won't work, and you'll have to explain. Attempt to put explanations in question form.

Conclusion

The 6PQ Discovery Learning Session may take anywhere from five minutes to an hour to conduct depending on the student, the subject, and your specific time limitations.

FOLLOW UP EVALUATION

QUESTIONING SKILLS

Please circle the appropriate number.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
The workshop was helpful in improving my questioning skills.	1	2	3	4
The workshop made me aware of the need to increase my student's participation in the learning process.	1	2	3	4
Before attending the workshop, I did not use questioning as a means of encouraging my student to "discover" answers.	1	2	3	4
I have used the 6PQ Discovery Learning Method successfully throughout this term.	1	2	3	4
I have improved my tutoring skills by employing the techniques I learned in this workshop.	1	2	3	4

EVALUATION -- FOCUS ON QUESTIONING

1. Did you find the workshop...

   a) Useful_____
   b) Not helpful_____
   c) Other (Explain)_____

2. Were the materials (video, handouts)...

   a) Very effective_____
   b) Adequate_____
   c) Other (Explain)_____

3. Was the format...

   a) Right length_____
   b) Too long_____
   c) Too short_____

4. Are the breaks in the video...

   a) Useful_____
   b) Distracting_____
   c) Other (Explain)_____

5. Did you view the video...

   a) Individually_____
   b) In a workshop format_____
   c) Other (Explain)_____

6. Do you think presenting this workshop to new aides/tutors would be...

   a) Helpful_____
   b) A waste of time_____

   Why?

7. What aspect of the workshop did you like best?

8. What aspect was least useful?

9. What could be done to improve the workshop?

1. Did you find the workshop...

   a) Useful_____
   b) Not helpful_____
   c) Other (Explain)_____

2. Were the materials (video, handouts)...

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6. Do you think presenting this workshop to new aides/tutors would be...

   a) Helpful_____
   b) A waste of time_____

   Why?

7. What aspect of the workshop did you like best?

8. What aspect was least useful?

9. What could be done to improve the workshop?

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